**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade:1st Grade** | | | **Date(s)**: 8-27-12 to 8-29-12 |
| **Unit Title: Wanted: A Few Good Friends** | | | **Corresponding Unit Task: #1 Creating A Song**  **about Rules** | | |
| **Essential Question(s): How can I become a good citizen?**  **How can I follow rules?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Chart of GES Pledge**  **Vocabulary Cards**  **T-chart graphic organizer ( board or chart paper)**  **Good Citizen sorting cards**  **Poster Paper for Class Song**  **Read Aloud: Rules & Laws**  **(pp. 29-30 Harcourt/SS)**  **Checklist for Creating a Song**  **Good Listener chart** | | | | **Chores – tasks that need to be completed**  **Community – the area where a group of people live**  **or interact with each other**  **Respect – to follow and obey a set of rules**  **Rules – words that tell us how to act or behave**  **Citizen – a person who lives and belongs in a community**  **Responsible – something that people should do**  **Task – something that needs to be done**  **Property – objects that belong to you or someone else** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RL.1.1** - Ask and answer questions about key details in the text.  **RL.1.2** - Retell stories, including key details, and demonstrate understanding of their  central message or lesson.  **I Can Statement(s):**  I can demonstrate understanding of citizenship and rules by responding to questions.    **Instructional Plan:**  *Day 1*  **APK** – Teacher will introduce the “Engaging Scenario”.  **Guided Practice** - Students will be directed to listen as pp. 29-30 (SS) is read and the story ‘Following Rules.’ A discussion about what the characteristics of good citizens will follow as a review to assess what was just learned Teacher will introduce the GES Pledge. Teacher will use cards to introduce the different vocabulary words needed. (See word study.)  **Independent Practice** - Give each student a card. Make a T-chart on chart paper – Good Citizen/Not a Good Citizen. Choose a students to come up and read (or teacher will read) the card to the class. Class will then decide if it is something that a good citizen would do by showing thumbs up or thumbs down. Have students attach the card in the appropriate place.  **Closure** – Revisit the I can statement and review the t-chart.  *Day 2*  **APK -**Teacher will review the GES Pledge with the students.  **Guided Practice -** Students will play a game of charades to review all the rules. Teacher will call a few students to act out the following scenarios and have others guess which pledge rule they are following.   * Students can pretend they are writing at their seat. (staying on task) * One students can play teacher and tell another to “Please write your name on the paper.” (listening and following directions) * Students can demonstrate the correct way to read a book – turning pages carefully, etc. (taking care of school and personal property). * One student can ask another to borrow a crayon needed. (using words to solve problems) * Student can use kind words to encourage a friend to tie his shoe when frustrated. (showing respect to others) * Students will walk in the room with backpack and a smile. (prepared for learning)   **Independent Practice -** Students will choose one rule and draw a picture of themself following the rule. Those who are able, can write about what they are doing and/or write the rule that they are following.  **Closure** – Revisit the I can statement. Introduce “shoulder partners” and have students share their picture with their shoulder partner. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.1.8** - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  **I Can Statement(s):**  I can gather information and answer questions about what makes a good citizen.  **Instructional Plan:**  *Day 3*  **APK -** Teacher will go over the t-chart created about good citizens.  **Guided Practice -** The teacher will then guide students through the process of creating a song using the GES Pledge and the good citizen t-chart that can be used during transitions throughout the day. The following is an example:  **Tune**: “London Bridge is Falling Down”  We are walking in the hall, in the hall, in the hall,  We are walking in the hall, we are good citizens!  We are working (eating) quietly. . . . .  We are sitting in our space . . . .  We are cleaning up our room. . . .  We listen to others with respect. . . .  We are helping one another . . . .  We apologize for our mistakes. . . .  We are picking up our trash . . . .  We are being kind to friends . . . . .  The teacher will explain the process and model by composing the first line/ verse to the song and recording it on chart paper. Students will take turns thinking of new lines and accompanying actions to add to the song.  **Closure -** When the song has been completed, each student can take a turn pointing to each word in the text while classmates sing and act out each part. This will enable the teacher to informally asses each student’s grasp of several basic print concepts, such as:   * Reading left-to-right * Return sweep * First Word * Capitalization * Punctuation * Concept of word   The song will be drafted, edited and completed over the next few days. It can also be used during transitions. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.1.1** - Demonstrate command of the conventions of standard English Grammar when writing or speaking.  **L.1.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade1 reading and content, choosing flexibly from an array of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase.   **I Can Statement(s):**  I can determine the meaning of unknown words and phrases.  **Instructional Plan:**  Using prepared word cards, students will examine words and their definitions.  Words will be put on the ELA word wall for future reference. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **S.L.1.1** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion.) 2. Build on other’s talk in conversations by responding to the comments of others through multiple exchanges. 3. Ask questions to clear up any confusion about the topics and texts under discussion.   **I Can Statement(s):**  I can listen to information and share my ideas with others.  **Instructional Plan:**  Introduce the chart – Good Listeners …  Good listeners  Look at the speaker! (Draw an eye.)  Mouth is quiet! (Draw a finger over mouth.)  Ears are listening! (Draw an ear.)  Once the song has been written and posted, students will participate in rereading/memorizing the class song. | | | | |
| **Closing/Summarizing Strategy** |  | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students can create a rule book with illustrations and/or descriptions of all the GES Pledge rules.** | | **Students will have opportunities to demonstrate the rules on a daily basis.** | | | **The song written for classroom rules will be posted for future reference. Words will be posted on the ELA word wall.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  The teacher will use the ‘checklist for creating a song’ as an informal assessment. Students will also be observed on a daily basis to determine their level of understanding. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*